**The Latin America and Caribbean
Centers of Excellence for Teacher Training
Networking Conference**

**Sponsored by
The United States Agency
for International Development**

**April 28-May 2, 2003
Austin, Texas**

Acknowledgements

USAID Officers representing eight missions in the LAC region shared technical, regional and project management expertise and insights. They were: Susie Clay, Loretta Garden, Julia Richards, Evelyn Rodriguez-Perez, Kristin Rosenkrans, Alicia Slate, Margaret Sancho, Claire Spence, Sofia Villalba, and Neici Zeller.

Aguirre International, Inc., working under the Global Evaluation and Monitoring (GEM) activity, gave a session on CETT monitoring and evaluation.

Working under the Basic Education and Policy Support (BEPS) activity, Creative Associates International, Inc. (CAII) handled logistics and organization of the conference, ensuring that it ran smoothly. CAII also provided notes and prepared an early draft of this report. The two simultaneous translators contracted by CAII made a tremendous difference in minimizing the language barriers of a bilingual conference, and facilitator Alan Hurwitz did an excellent job of maintaining the flow of the meetings.

Summary

The first Centers of Excellence for Teacher Training for Latin America and the Caribbean networking conference was held during the week of April 28-May 2, 2003, in Austin, Texas. The purpose of the five-day conference was to support the successful implementation of the Centers of Excellence for Teacher Training (CETT) by bringing together CETT management and technical staff from the three regional Centers, USAID Education staff working with CETT, and contractors who are implementing key components to support the activity. Technical teams from the Andean, Caribbean and Central American CETTs had the opportunity to network and build relationships; share best practices and lessons learned from around the hemisphere; reflect on the monitoring and evaluation plan; discuss effective communication and coordination strategies; and learn about selected models of reading instruction and teacher training. The conference provided an opportunity for potential private sector partners to meet the implementation teams and learn about the status of the activity as well as to share their experience in developing international education programs and clarify what they look for in projects they support. The conference also provided an opportunity for the CETT Consultative Committee to meet the implementation teams, review the status of the activity, provide insights and guidance to the project and explore with USAID what role they might play in the future.

Technical experts provided by the University of Texas at Austin presented U.S. best practices in teacher training and reading instruction which were grounded in evidence-based research, and the CETT technical teams explored ways these practices applied (or did not) to circumstances in their subregions. The model for reading instruction presented by the University of Texas emphasized the importance to successful learning—particularly for struggling learners—of integrating six components of reading skill instruction into each learning session, with varying emphasis depending on students' age and developmental stage. (The six components are: text comprehension, vocabulary, fluency, spelling and writing, phonics and word study, and phonemic awareness.) The model includes approaches teachers can use to teach reading skills effectively, including use of simple assessment tools for progress monitoring, grouping students, maximizing use of classroom time and resources for effective student learning, and use of effective interventions for struggling readers. Finally, participants had the opportunity to observe the Texas model in action in local primary schools.

Presenters and participants identified the ingredients of a successful professional development program. Giving teachers training in effective instructional practices grounded in evidence-based research is one key ingredient. Other elements identified as essential to successful professional development program included: use of simple assessment tools to monitor student progress, careful use of instructional time, effective instructional materials (including student-created materials), a positive classroom climate, the support of school administrators, opportunities for children to read, and inclusion of follow-on support as part of teachers' professional development.

Conference participants identified specific challenges to implementation of CETT, as follow.

- Evaluating in what ways the models, materials, tools and information made available through this conference are valuable for the specific sub regional context and how they could be adapted and incorporated to the sub regional program
- Agreeing on reading instruction methodologies to shape professional development instructional content
- Improving communication and coordination within and between CETTs
- Incorporating Sustainability to Program Implementation, including through:
    - Involving local ministries of education (MOEs) and developing their buy-in to CETT, ensuring that the program complements national education reform efforts and MOE strategies, and so enhancing sustainability of the CETT activity.
    - Involving school principals so that they understand and support teachers' professional development.
    - Developing community buy-in or support for the program.
    - Linking with, supporting and furthering the private partnerships program.
- Producing an innovative and excellent program, showing real long-term results in reading instruction improvement, while accomodating the pressure to rapidly produce a product and results.

Through the course of the conference, the CETT technical teams gained perspective on their progress, the project, and its possibilities. Each team gained understanding of their sub regional CETT as part of a larger, regional activity. While seeing more clearly the work that remains to be done in developing this complex program, teams and individuals also recognized the tremendous progress they have made through their hard efforts to date, and they affirmed their capacity to create an excellent and innovative program with true impact on teachers. Rather than be paralyzed by how much remains to be done to achieve excellence, the teams will "start small" and seek improvement—not perfection—both for the program as they develop it and for the teachers who will participate in the professional development. In addition, teams resolved to "work with what we have rather than focus on what we don't have."

As the teams move forward in developing the program, they are starting small and seeking improvement, not perfection, and focusing on what they can accomplish with the resources they have. Each sub regional Center of Excellence has identified a follow-up process for evaluating and incorporating knowledge acquired and progress made during the conference, and they will have access to materials from the Texas programs—including the Texas Reading Academies, Tejas Lee, and Texas testing instruments—to use or adapt for their program, as desired. The importance of communications was recognized as critical to program success. Newsletters, and regular meetings, and Web sites are planned to facilitate communications within and between sub regional Centers of Excellence and with USAID. In addition, recognizing the technical and management challenges the CETTs face, USAID will be offering short term technical assistance to address core issues and support implementation.

Final Report
Latin America and the Caribbean
Centers of Excellence for Teacher Training Networking Conference
April 28 - May 2, 2003
Crowne Plaza Hotel
Austin, Texas

I. Background

The Centers of Excellence for Teacher Training in the Andes, the Caribbean and Central America is now in its first phase of implementation. This USAID activity was announced by President George W. Bush two years ago, in April 2001, as a Summit of the Americas initiative. A private partnership component was also launched to ensure sustainability of the program. A CETT Consultative Committee was formed by USAID/W to consult on the formative design of the Centers of Excellence, provided insights which guided negotiations with the implementing partners. Proposals from institutions in the region were approved and the monies obligated at the end of FY02. USAID signed cooperative agreements with three coordinating institutions: the University of the West Indies (Jamaica) for the Caribbean, the Universidad Nacional Pedagogica Francisco Morazan (Honduras) for Central America, and the Universidad Peruana Cayetano Heredia (Peru) for the Andes. The University of the West Indies (UWI) will work through the Joint Board of Teacher Education (JBTE) in the Caribbean. The Central American CETT is organized as a consortium of five institutions. The Universidad Nacional Pedagogica Francisco Morazan (UPN) serves as the coordinating institution and is working with the Fundacion Empresarial para el Desarollo Educativo (FEPADE, El Salvador), Instituto Latinoamericano de Comunicacion Educativa (ILCE, Mexico), Pontificia Universidad Catolica Madre y Maestra (PUCMM, Dominican Republic), and Universidad del Valle de Guatamala (UVG, Guatamala) to implement the program. Similarly, in the Andes, the Universidad Peruana Cayetano Heredia (UPCH) is coordinating a consortium that includes the Universidad Nur (UN, Bolivia) and the Universidad Andina Simon Bolivar (UASB, Ecuador). By the time of the conference, technical teams were in place in each of the subregions and actively developing the methodological framework for reading instruction that will guide the content of teacher training as well as some of the training content and strategies for teacher training.

The networking conference was designed to provide the CETT management and technical teams from each subregion with the opportunity to network and learn from each other and to provide the teams with information on U.S. best practices in reading instruction as input to the technical development of the programs.

II. Conference Highlights

Participants and Presenters

Conference participants from across Latin America and the Caribbean gathered in Austin, Texas, for this USAID-sponsored networking conference. Attendees included CETT directors and coordinators and members of the technical teams from each subregion, representing 13

participating countries and 9 institutions. They included 10 participants from the Caribbean countries, 13 from the Andes, and 17 from Central American and the Dominican Republic. In addition, 6 Consultative Committee members from five countries participated during the first two days and provided conceptual feedback. Five private sector representatives attended to explore partnership with CETT and present their perspectives on the characteristics that interest the private sector in partnership. Thirteen USAID representatives attended: 3 from USAID/W and 10 from eight USAID Missions.

The technical program was led by the University of Texas at Austin, which provided 12 experts on topics related to teacher training and early-grade reading instruction. INMED, as CETT Partnerships Program facilitator, and Aguirre International, as monitoring and evaluation specialists, gave presentations related to their role in CETT. Creative Associates International handled organization and logistics for the conference. Annex A contains a complete list of all conference participants and their organizational affiliations.

While the conference brought together English speakers from the U.S. and Caribbean and Spanish speakers from Central America, the Dominican Republic, and South America, the two superb simultaneous translators contracted by Creative successfully minimized the language barrier.

Highlights

The first two days of the conference focused on management, administrative, and overall program issues and included the following highlights.

- USAID Assistant Administrator Adolfo Franco warmly welcomed CETT participants and expressed his support, enthusiasm and encouragement for this innovative and important project that has taken on the challenge of collaborating regionally and with the private sector to improve teacher training and reading instruction. Mr. Franco concluded by reading a letter from First Lady Laura Bush. The President and First Lady are committed to improving education, particularly reading instruction, across the hemisphere and view CETT as an important activity toward this goal. (See Annex B for letter.)
- Participants began getting to know each other through presentations and breakout sessions by project role and by subregion and to understand the progress and challenges faced in each subregion as CETT implementation moves forward. The technical teams have put in tremendous efforts over the past months as they have worked to establish offices, define their inter-institutional communication, collaboration, and decision-making processes, and develop instructional and training methodologies, materials and tools.
- Dr. Roger Rasnake and Tom Judy of Aguirre International clarified the role of the USAID mechanism GEM in monitoring and evaluation of the CETTs. Data collected through GEM will be focused toward USAID's reporting needs. GEM is providing support to the CETTs in developing a quasi-experimental model and selecting achievement testing to measure a key result of CETT, the improvement of children's reading skills. GEM also is facilitating a CETT website and serving as a clearinghouse for best practices in reading instruction.
- Presentations by INMED's Bill Walsh, director of the Private Partnerships Program, and by representatives from four companies—Bell South Foundation, Fundación Cisneros,

Scholastic, and Sesame Workshop—provided insight into the important role of private sector support to the project and introduced CETT technical teams to possible synergies with the companies' international development projects and/or products. Factors identified as critical when forging private sector partnerships included: clear definition of the product; measureable results that show an impact on children's literacy; efficient and simple delivery of training; recognized education experts; incentive analysis and planning; and transparency of funds and results.

- Six members of the Consultative Committee, representing reading instruction experts from across the hemisphere, learned about implementation status and provided guidance based on their experiences in training teachers in reading instruction.

The remaining three days focused on technical issues in reading instruction and teacher training. Highlights included the following.

- Reading experts from the University of Texas at Austin, the University of Texas at El Paso, the University of Miami, and the University of Oregon presented a systematic approach to developing teacher training on reading instruction. They demonstrated the value evidence-based research adds when striving for educational innovation and change. The training and instructional materials displayed and the successes shared were vivid examples of the power of evidence-based research.

- In addition to learning from the University of Texas experiences with developing a teacher training program, the CETT technical teams shared experiences and ideas. A lack of activities to follow up the initial professional development is a weakness of the Texas training. CETT teams have focused thought and attention on how to provide such follow-up in their programs.

- The metaphor of a quilt was used to define an effective reading program and symbolized the way that important elements of reading instruction work together to create more than the sum of the parts. The six skill areas identified from evidence-based research as key to the end goal of reading comprehension are not successive steps but need to be integrated into each teaching session with varying emphasis, depending on students' ages and developmental stages. Teachers' ability to use progress monitoring, group students, maximize use classroom time and resources for effective student learning, and use effective reading interventions for struggling readers were also included as integral to the quilt.

- Six reading skills identified as critical for students to learn in order to read fluently and with comprehension are: text comprehension, vocabulary, fluency, spelling and writing, phonics and word study, and phonemic awareness. Presenters provided in-depth discussions of each skill area along with examples of tools and materials that have proved effective based on evidence-based research.

- Many examples were provided of excellent quality training and classroom materials, many of which were or can be made available to the CETT technical teams to use or adapt for their programs, including instructional videos, the Texas Reading Academies, and Tejas Lee.

- Research shows that the model used by UT for reading instruction is very effective in reaching struggling learners. Additional strategies also were discussed, such as various techniques for providing extra practice time or reinforcement and for giving the teacher time to give special attention to struggling learners, including the use of grouping.

- Some of the other topics addressed during the conference included: using and developing assessment tools, designing effective professional development, and the use of IT with teacher training.
- Presentations, breakout sessions, and small group work provided the opportunity for reflection, exploration, and discussion of the applicability and adaptability of what was presented in sessions to individual CETTs. Team members shared experiences and local successes and made connections to examples from own experience.
- Classroom observations in local schools gave the CETT implementation teams the chance to see teachers applying the reading instruction "quilt" in kindergarten, first and second grade classrooms, giving teams a greater understanding of how the model works in actual classsroom practice. CETT teams were particularly struck by aspects that had not been discussed. E.g., in addition to the wealth of materials and quality of the physical plant compared to target schools in their own countries, teams contrasted the way in which teachers dressed relatively informally and approached students at their own level with the more distant and formal presentation style typical in their own countries. Teams commented on the way that teachers wasted no time, putting every moment to use in teaching, including transitions between activities. They also were impressed by the quiet of the classrooms and schools and the clear caring and respect teachers showed their students.

See Annexes C and D for more detail on the agenda and content of presentations. Annex C provides the full agenda. As detailed in Annex D, the majority of the presentations are available separately, in the conference binder and/or on InfoCETT (www.InfoCETT.org).

The remainder of this report focuses on capturing ideas shared in discussions and breakout sessions. In addition, see Annex E for additional detail on key points made by participants during discussions.

III. Challenges and Progress for the Centers of Excellence

The conference was designed to foreground and begin to address two broad challenges facing the CETT teams as they move forward.

1) Development of an effective technical program: (a) What will be the reading instruction methodologies and the materials and tools provided and taught to teachers? and (b) How will the professional development (training) be provided?

   - The conference was designed to help the teams address this challenge by providing the opportunity for learning and sharing between CETTs and from U.S. experts.

2) Working successfully across institutions and countries to develop and implement a coherent, integrated regional program.

   - The conference provided extensive time for the regional teams to meet internally as well as to interact with the other two regions.

During the course of the conference, a number of challenges related to these two areas were identified as common across regions.

1) **Evaluating how the models, materials, tools and information made available through this conference could be adapted and incorporated to the sub regional program**

   Participants noted that they face many challenges to improving early grade literacy instruction that are greater than those found in the U.S. They are adamant that technical teams must consider the educational, cultural, socioeconomic, and linguistic context in their countries as they think about adapting U.S. best practices, as presented at the conference, for use in CETT. Following are some of the factors CETT teams are considering as they develop teacher training strategies and content follow.

   a) *Poor teacher preparation.* In Central America and the Andes, teachers targeted by CETT generally have had little training and no specialized training in reading instruction. In addition, many are young and inexperienced.
   b) *Limited resources.* Many schools targeted by CETT will have limited resources; in the worst cases, teachers may be teaching without chalk, chalkboards, or adequate school furniture. Many schools will have limited access to books for students to read.
   c) *Non-literate cultures.* Target schools will often be in communities that lack habits of literacy. Many households may lack access to books, parents may be illiterate, and there often may be little cultural understanding of the importance of reading with young children. It is unrealistic to expect to achieve the same results in these schools as in schools in which the students have greater access at home to support and resources for reading.
   d) *Student absenteeism.* To teach successfully, teachers need strategies for dealing with high student absenteeism.
   e) *Language and other equity issues.* Access to school does not always mean access to education. For example, children who do not speak the language of instruction can get left behind even while regularly attending school. In Central America, 15% of children speak Spanish as a second language. In the Caribbean, many children speak Creole and must learn standard English in school. Similarly, many children in the Andes, indigenous children often enter school without having used Spanish in their homes and then must learn to read in this newly introduced language.
   f) *Overcrowded classrooms.* Teachers need workable strategies for grouping students and providing targeted instruction to smaller groups of students in the overcrowded classrooms and limited physical facilities found in many of the target schools.

2) **Coming to agreement on reading instruction methodologies**

   During the conference, it became clear that some CETT teams faced a struggle to come to agreement on what they could use of value from the conference. They also were

challenged with how to integrate new information learned at the conference with what they learned from best practices research in their subregion (and, as noted above, with their knowledge of the LAC context). As CETT teams seek to identify the content of the training for teachers, they are deciding how to deal with current debates on reading instruction methodologies. Participants expressed the need to move beyond a debate about methodologies in which people are not even agreed on the meaning of particular terms. The conference helped to elucidate some educational terms under discussion, such as whole language and phonics. According to presenters, the U.S. best practices presented were not taken from one camp or another, one specific theory of reading instruction or another. Rather, they draw on evidence-based research to identify building blocks for reading instruction. The presenters recommended using an eclectic approach to reading instruction that incorporates what works from various theories of learning and instruction.

3) Improving communication and coordination within and between CETTs

a) *Intra-CETT communication and coordination.* A key challenge for each CETT is good communication and coordination between team members and institutions in different countries. To create a quality product, CETTs need to find effective means for dispersed teams to communicate, collaborate, come to agreement and make decisions. This is especially challenging for the Andean and Central American CETTs, since each involves multiple institutions in multiple countries. The Andean CETT involves three institutions in three countries, which are integrated through six working groups that crosscut the institutions. In Central America, sub teams headquartered at different institutions are producing separate components of the program under the coordination of UPN in Honduras. In the Caribbean, five non-contiguous countries are to be involved in the first two years of CETT implementation. The challenges will multiply in future years, as the program expands to all 12 English-speaking Caribbean countries. These complicated structures call for sophisticated strategies of interaction and communication.

b) *Communication between CETTs.* Communication between CETTs also is important. CETTs can use each other as resources, for example, for ideas about how to work effectively with education ministries and how to coordinate CETT with existing policy reforms. One aim is for CETTs to learn from each other by sharing outcomes, accomplishments, successes and lessons learned.

c) *Communication and USAID.* USAID depends on communication from the CETTs for continued support of the program, including information about upcoming events and current programmatic challenges. USAID is responsible for keeping U.S. Ambassadors informed about the progress and activities of the CETTs. Information cables help tell the story of CETT and help CETT goals move forward. Ways mentioned for facilitating this information exchange were: monthly newsletters, such as Central America is producing, and information memoranda, to be undertaken by Aguirre International with input from the CETTs.

4) Incorporating Sustainability to Program Implementation

a) *Education Ministries*. CETT directors and coordinators agree that the impact and sustainability of CETT in a country depends on buy-in from education ministries. They discussed the need to find effective ways to coordinate with the ministries in each country and place CETT in the larger context of the country's educational reforms. This was of particular concern to the Central American CETT, which sought suggestions for strategies for working with the ministries in the subregion. Finding ways to coordinate with country-specific reforms while maintaining a common regional focus and program will require flexibility and astuteness on the part of CETT.

b) *School Prinicipals*. Understanding of program and buy-in from school principals was identified as critical for program success in individual schools. CETT technical teams and University of Texas presenters emphasized that the support of the school principal is vital to supporting teachers' professional development to have an impact in the classroom and to communicating the importance and intention of changing classroom practices to parents. As they develop the program, CETT teams are considering how best to involve principals in the training.

c) *Communities*. Community buy-in and involvement also were mentioned as important for the program's success. Participants suggested that community members can be enlisted in creative ways to reinforce the push toward increased awareness about reading and a larger vision in which reading becomes paramount to families, schools, teachers, and school directors.

d) *Private Sector*. Private sector support/partnerships are a key component of CETT and contribute to sustainability. It was recognized that the success of the INMED private sector fundraising effort is directly dependent on the extent to which each CETT technical program can demonstrate:

- Measurable impact on children's literacy
- Efficient delivery of training
- Simple, easy to explain models of how teacher training is implemented and the expected results, or "clear product definition"
- Incentives that motivate teacher performance
- Reliance on recognized education experts
- Transparency of funds and results

5) Satisfying the seemingly contradictory needs for quick results and for innovation and excellence

Participants described sometimes feeling caught between conflicting objectives: a need to produce and implement a training program quickly in order to show results and the mandate

to produce an innovative and "excellent" program, which they believe takes time. Over the course of the conference, it became clear that these needs do not have to be contradictory. Following the guiding principles behind the program, the program is to start small, expanding after results are demonstrated. In other words, the initial training of trainers and professional development of teachers will be experimental—pilots to be tested and improved, ultimately resulting in excellence. The value added comes from treating the development process as an experimental design process, process of continuing re-evaluation and learning. Sesame Street's example of viewing Sesame Workshop as an ongoing experiment (that has lasted over 30 years!) provided additional inspiration to similarly view CETT as an experiment and work-in-progress and continue on the route of piloting and building on initial successes.

In addition to recognizing the experimental and pilot nature of their initial activities, the CETT implementing partners applauded their own ability to work with very little. They affirmed their need to focus on what they have and can do rather than on what they don't have and can't do. As they shared experiences, the CETT technical teams gained perspective on their sub regional CETT as part of a larger, regional activity. Teams and individuals both saw more clearly the work that remains to be done in developing this complex program and recognized the tremendous progress they have made through their hard efforts to date. They also affirmed their capacity to create an excellent and innovative program with true impact on teachers. Rather than be paralyzed by how much remains to be done to achieve excellence, the teams will "start small" and seek improvement, not perfection—both for the program as they develop it and for the teachers who will participate in the professional development. In addition, teams resolved to "work with what we have rather than focus on what we don't have." As one director affirmed and the others agreed, "We know how to do a lot with a little. We know this far better than you North Americans. We have many years experience with doing a lot with a little."

IV. Next Steps

1) **Next steps for each CETT.** Each sub regional Center of Excellence identified next steps for bringing the ideas and thinking that the conference stimulated back to the team members who did not attend and for evaluating and incorporating new thinking to their programs and implementation process.

- **Andes**. The Andean CETT team identified a process for informing the remaining team and coming to consensus on incorporation of new thinking to the program they are developing as well as on revisions to the implementation schedule based on these changes. After sharing information and ideas within each country team, the 3-country technical team will meet in Quito during the week of May 19 to come to consensus on methodology and schedule changes.

- **Caribbean**. Steps were planned for finalizing the methodology and furthering the Information Technology (IT) component of the Caribbean program. Technical assistance from the University of Texas was requested to perform a systemic

analysis of the methodology planned in the Caribbean. In addition, a meeting was scheduled with ILCE to explore use of ILCE satellites in implementing this component in the Caribbean, and an expert assessment of Caribbean-specific IT implementation issues was planned.

- **Central America and the Dominican Republic**. A series of meetings is planned with the intent of strengthening the team, coming to consensus on key decisions (including the methodological framework), and coordinating the program development and implementation activities. The first meeting is to be held in Guatemala in May. A follow-up meeting by the Executive Committee is scheduled to be held in El Salvador in June.

2) **Access to materials.** Each sub regional CETT will follow up with relevant parties to access useful materials offered by presenters, including the Texas Reading Academies, Texas Lee materials, and Texas testing instruments.

3) **Communications.** The need for facilitating improved communications within CETTs, between CETTs, and with USAID was discussed.

- Central America is initiating a monthly newsletter, which will serve to inform USAID of Central America CETT news and progress in a timely manner. The other sub regional CETTs could follow this model.
- Regular CETT director meetings were suggested to support continued networking and communication among the three CETTs.
- InfoCETT has been provided by Aguirre International to facilitate information-sharing. This includes documents and presentations from this conference, as they become available in electronic form.
- Each sub regional CETT is developing a Web site which will be used to share information more broadly, including with teachers and others interested in CETT materials and results.

4) **USAID and technical assistance.** Based on the discussions and identification of challenges, USAID sees several areas in which it is prepared to offer technical assistance or other support. USAID is prepared to offer assistance to support each CETT in addressing the following technical and the management issues, which are seen as interlinked and vital to project success.

- Developing processes for coming to consensus across institutions and countries;
- Coordinating and managing communications so that CETT teams work effectively across countries and institutions;
- Managing communications so that everyone is included in decision-making;
- Coming to consensus on the reading instruction methodologies despite two opposing philosophical camps;
- Coming to consensus on what the teacher toolkit will contain;
- Developing the systematic, practical steps for teaching reading and for teaching teachers, now that you have a theoretical framework;

- Identifying, selecting and incorporating evidence-based best practices from within and beyond your region;
- Figuring out how to effectively balance the apparently opposing pressures of producing a quality product and showing results; and
- Applying quality control.

In addition, USAID can offer short-term technical assistance by Aguirre International through GEM. This assistance could include, for example, sending a specialized consultant for about 2 weeks to assist with design of a baseline test, study methods design, database construction, data analysis, or interpretation of results, or providing financial resources to hire a local expert to do data analysis or another task.

USAID's David Evans offers to visit and meet with the Director and Executive Committee in each region to discuss needs and develop a 3-month technical assistance plan detailing the mutually agreed-upon assistance to be provided USAID.

V. Annexes

A. List of Participants
B. Letter from First Lady Laura Bush
C. Conference Agenda
D. List of Presentations
E. Key Points Made By Participants

Annex A: List of Participants

Centers of Excellence for Teacher Training: A Summit of the Americas Initiative
CETT Networking Conference and Training Program
April 28 – May 2, 2003
List of Participants

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Annex B: Letter from First Lady Laura Bush

The attached letter from First Lady Laura Bush was read as part of his welcoming speech by USAID Assistant Administrator for the Latin America and Caribbean Bureau, Adolfo Franco. Both Adolfo Franco and the First Lady described President Bush's commitment—and their own—to education as a priority for the United States, not only within the U.S. but also internationally. CETT is an important project, bringing together key priorities of President Bush: the emphasis on improving reading instruction, thus addressing the foundation skill for future success in school, collaboration between the public and private sectors, and support for regional collaboration. Adolfo Franco also expressed great optimism that the CETT will succeed in creating new models for collaboration in support of education, between different institutions in the region and between the public and private sector.

April 21, 2003

Dear Friends,

I am delighted to congratulate you as you inaugurate the Centers of Excellence for Teacher Training program, which is being implemented by USAID in cooperation with your institutions.
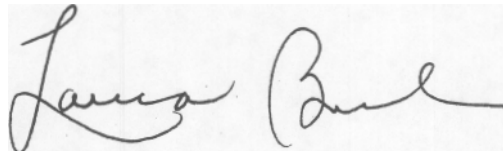
The establishment by President Bush of the CETT reflects this administration's continuing commitment to Latin America and the Caribbean and to our shared educational goals. We hope to achieve universal access to primary education and 75 percent access to quality secondary education for all the children in the hemisphere by the year 2010.

President Bush and I strongly support your goal of improving the reading skills of children at the earliest grade levels. Learning to read is the cornerstone of success in school and in life. As teachers and educators, you are critical to inspiring students to achieve their greatest potential. We greatly admire your dedication and know that it will have a profound impact on other teachers and students throughout the region. The United States is pleased to cooperate with you in this initiative which will provide over 15,000 teachers with state-of-the-art skills to reach over one million children in the next four years.

We are also grateful to the companies, foundations, faith-based organizations and individuals who are contributing to this worthwhile program. By mobilizing a broad base of support, the Centers of Excellence for Teacher Training program will become a wonderful example of what can happen when "Education is everybody's business."

The President and I look forward to following the progress of the CETT initiative in the months and years ahead and wish you the greatest success.

Sincerely,

Laura Bush

Annex C: Agenda

<div align="center">

Centers of Excellence for Teacher Training:
A Summit of the Americas Initiative
CETT Networking Conference
28 April – 2 May del 2003

</div>

Facilitator: Alan Hurwitz
Technical Training Program: University of Texas
Location: Austin, Texas

Desired Outcomes

The goal of this week's conference is to promote the quality of CETT. This will be done by linking the three sub-regional CETTs and the CETT Partnerships Program through:

- *Sharing of best practices and lessons learned from around the hemisphere.*
- *Effective communication and coordination strategies among and within CETTs, USAID, and other regional and local actors.*
- *Consistent monitoring and evaluation and reporting.*
- *Understanding critical factors to attracting private sector support for CETT.*
- *Providing an opportunity to attract private sector interest in supporting the CETT objectives.*
- *Developing strategies for involvement and influence of Ministries of Education and other critical stakeholders.*
- *Clarifying roles and responsibilities among those involved with the CETT program.*
- *Establishing next steps on issues identified at this meeting.*
- *Building relationships for now and for the long-run benefits of the program.*

Monday

Morning

08:15 - 08:50   ***Welcome*** *(35 min)*
- David Evans, Team Leader, Education and Human Resources USAID
- Marilyn Kameen, Associate Dean for Academic Affairs and Research, School of Education, University of Texas
- Adolfo Franco, Assistant Administrator, Bureau for Latin America and the Caribbean, USAID

08:50 - 09:00   ***Brief recess*** *(10 min)*

09:00 - 09:45   ***Introduction*** *(45 min)*
- Review of Desired Outcomes of the Session (Alan)
- Participant Introductions & Expectations of the Meeting
  - Informal Sharing (10 min)
  - Plenary Review of Expectations (10-15 min)
- Review of Agenda & Ground Rules (5 min)
- A Mechanism for Ongoing Workshop Monitoring (5 min)
- Meeting Logistics (Siena Fleischer – 5 min)

09:45 - 10:30   ***Review of CETT Current Successes, Challenges, & Coordination Needs***
Principal Objective:
Broad Awareness of Successes, Challenges, Learning, & Needs from each CETT and the Addition of any Needed Mechanisms for Increased Communication & Coordination

- Brief Overview of the CETT Program (David Evans – 15 min)
- Presentation by Andean Region CETT Director (Manuel Bello—20 min)
- Questions (10 min)

10:30 - 10:50   ***Break*** *(20 min)*

10:50 - 12:00   ***Review of CETT Current Successes, Challenges, & Coordination Needs (continued)***
- Presentation by Caribbean Region CETT Director (Errol Miller—20 min)
- Questions (10 min)
- Presentation by Central American Region CETT Director (Carleton Corrales—20 min)
- Questions (10 min)

12:00 - 01:30   ***Lunch*** *(1 hr 30 min)*

__Afternoon__
01:30 - 04:45   ***Review of CETT Current Successes, Challenges, & Coordination Needs (continued)***
- Plenary discussion on CETT presentations: Focus on Challenges, Learning, & Needs for Greater Coordination (1 hr)
- Small Group Sessions - Organized by Functional Areas across CETT Programs: Directors, Technical Staff, Teacher Trainers (2 groups), USAID staff (1 hr 30 min)
- Plenary – Reports of Small Group Work & Discussion/Conclusions (45 min)

04:45 - 05:05   ***Break*** *(20 min)*

05:05 - 06:30   ***Break-Out Sessions: CETT Regional Groups*** *(1 hr 25 min)*
- Review of Learning & Applications
- Discussion of Regional Issues

05:05 - 06:05   ***Consultative Committee Meeting*** *(1 hr)*

__Tuesday__

__Morning__
08:00 - 08:45   ***Consultative Committee Panel*** *(Carol Keller, Arthur Richardson, Ernesto Schiefelbein, Josefina Tinajero, Denise Vaillant, Sharon Vaughn— 45 min)*

08:45 - 09:45   ***Presentation: Proposal by Aguirre International: Monitoring & Evaluation among the CETTs*** *(Roger Rasnake and Tom Judy – 1 hr)*
- Presentation (45 min)
- Questions for Presenters (15 min)

09:45 - 10:00   ***Break***

10:00 - 12:00   ***Partnerships for Reading Education in the Americas: Private Sector Perspectives on "Excellence"*** *(2 hrs)*
                        Principal Objective: Familiarize the CETT technical team with the four potential private sector partners and their education programs. Define synergies between their programs and the CETTs and identify the characteristics of desirable partners.

- INMED Opening Remarks – "Why is Private Sector Support Desirable for CETT and How is the CETT Team Working To Obtain It?" (Bill Walsh)
- Four CETT Partner Possibilities

- ○ <u>BellSouth Foundation</u>, Ramon Rodriguez, Manager BellSouth Proniño, "BellSouth Proniño: Meeting Corporate Needs through Socially Responsible Community Interaction"
- ○ <u>Fundación Cisneros</u>, Irene Hardy de Gómez, Coordinator, AME Program, "La Propuesta Educativa de la Fundación Cisneros: El Programa AME"
- ○ <u>Scholastic</u>, Merri Gutierrez, Senior Spanish Education Specialist, "Getting Reading Materials to Kids"
- ○ <u>Sesame Workshop</u>, Yolanda Platón, Senior Content Specialist, "Extending the Impact of Plaza Sésamo"
- INMED Closing Remarks – "Summary of Critical Success Factors for Forging Private Sector Partnerships*"* (Bill Walsh)

12:00 - 01:30   ***Lunch, joined by private sector guests*** *(1 hr 30 min)*

<u>*Afternoon*</u>
01:30 - 03:30   ***Panel: New Perspectives on the Application of Evidence-Based Research to Teaching Reading and Training Teachers of Reading*** *(2 hrs)*
<u>*Principal Objective*</u>*: Increased Awareness of the Potential Value of Evidence-Based in Developing Effective Strategies for Reading Instruction and Teacher Training*

- What Really is Educational Research? (Russell Gersten)
- Rejuvenating Your Teaching with Reading Research (Sharon Vaughn)
- Questions for Panel (30 min)
- General Discussion

03:30 - 03:50   ***Break*** *(20 min)*

03:50 - 05:05   ***Break-Out Sessions: CETT Regional Groups*** *(1 hr 15 min)*
- Review of Learning & Applications
- Discussion on Regional Issues

<u>*Evening*</u>
06:00 - 07:30   ***Reception—Appreciation for Consultative Committee and the Private Sector***

Wednesday

Morning

08:15 - 09:00   ***Experiences of a Center: The Development of a Training Program*** *(Sylvia Linan-Thompson – 45 min)*
- Presentation and discussion

09:00 - 09:45   ***The Role and Importance of Oral Language Development to Literary Acquisition*** *(Josefina Tinajero – 45 min)*
- Presentation
- Q & A
- General Discussion

09:45 - 10:05   ***Break*** *(20 min)*

10:05 - 12:00   ***Key components in Reading Instruction Part I*** *(1 hr 55 min)*
                    (in relation to Materials, Diagnostic Tools/Research and Training)
- Phonemic Awareness (Martha Smith)
- Phonetic Instruction (Sylvia Linan-Thompson)
- Small Groups: Brainstorm three activities teachers can do with students for phonemic awareness and three for phonetic instruction.
- General Discussion

12:00 - 01:30   ***Lunch*** *(1 hr 30 min)*

Afternoon

01:30 - 03:30   ***Screening and Assessment*** *(2 hrs)*
- Developing Assessment Tools (Coleen Carlson)
- By region
- Q & A
- General Discussion

03:30 - 03:50   ***Break*** *(20 min)*

03:50 - 05:20   ***Remedial Instruction Techniques*** *(1 hr 30 min)*
- Features of Effective Instruction (Sharon Vaughn)
- Grouping for Instruction (Sylvia Linan-Thompson)
- Small groups: Brainstorm two or three activities involving instructional grouping.
- Q & A
- General Discussion

05:20 - 06:35   ***Break-Out Sessions: CETT Regional Groups*** *(1 hr 15 min)*
- Review of Learning & Applications
- Discussion of Regional Issues

Thursday

Morning
08:15 - 10:15   ***Key competencies in Reading Instruction Part II*** *(2 hrs)*
(in relation to Materials, Diagnostic Tools/Research and Training)
- Oral Language and Vocabulary Development (Pam Bell Morris)
- Comprehension (María Elena Arguelles)
- Small Groups: Brainstorm three ideas that promote vocabulary development and three on comprehension.
- General Discussion

10:15 - 10:35   ***Break*** *(20 min)*

10:35 - 12:00   ***Key competencies in Reading Instruction Part II (cont'd)*** *(1 hr 25 min)*
(in relation to Materials, Diagnostic Tools/Research and Training)
- Assessment (María Elena Arguelles)
- Written Expression (Meaghan Edmonds)
- Small Groups: Brainstorm ways of helping the struggling reader develop fluency through written expression.
- General Discussion

12:00 - 01:30   ***Lunch*** *(1 hr 30 min)*

Afternoon
01:30 - 02:30   ***Designing Effective Professional Development*** *(Pam Bell Morris – 1 hr)*
- Presentation and discussion

01:30 - 02:30   ***Applying Instructional Technology to Teacher Training*** *(Mark Luetzelschwab – 1 hr)*
- Presentation and discussion

03:30 - 03:50   ***Break*** *(20 min)*

03:50 - 05:05   ***Panel: CETT Directors Consider Obstacles*** *(Manuel Bello, Carleton Corrales, Errol Miller) (1 hr 15 min)*
- Discussion

05:05 - 06:20   ***Break-Out Sessions: CETT Regional Groups*** *(1 hr 15 min)*
- Review of Learning & Applications
- Discussion of Regional Issues
- Preparation of Friday Presentation

__Friday__

__Morning__
08:00 - 11:30   *Teaching in Action* *(3 hrs 30 min)*
- Visit to local schools

11:30 - 12:30   *Reflections on Morning Visits* *(1 hr)*

12:30 - 01:30   *Lunch* *(1 hr)*

__Afternoon__
01:30 - 02:30   *Presentations by CETT Regional Groups* *(20 min each)*
- Key Elements of Regional Work Plans
- Application of Meeting Concepts and Learning to On-the-Ground Program Activities
- Challenges & Key Strategies
- Plans for Increased Communication & Linkage

02:30 - 03:30   *Plans for Follow-Up* *(1 hr)*
Principal Objective: Clarity and Commitment re: Needed Areas for Follow-Up and Plans for Follow-Up Activities in those Areas: What? Who? When?

- Follow-Up Activities in Priority Areas (e.g.)
  - Inter-CETT Communications and Coordination
  - Internal Training
  - Management Mechanisms
  - Additional Needs for Support (identified via meeting discussions)

03:30 - 04:00   *Summary and Closing Comments* *(30 min)*

Annex D: List of Presentations

MATERIALS	Currently available on infocett.org (as of 6/4/03)		Distributed at the Conference/ In Binder
	English version	Spanish version	
1. Laura Bush Letter	✔	✔	✔
2. Agenda	✔	✔	✔
3. CETT Guiding Principles	✔	✔	✔
4. CD-ROM instruction sheet	✔		✔
5. Opening Andean Presentation - *Manuel Bello*		✔	
6. Opening Caribbean Presentation – *Errol Miller*	✔		
7. Opening Central American Presentation – *Carleton Corrales*		Pending	
8. Aguirre International – *Roger Rasnake and Tom Judy*	✔	✔	✔
9. INMED – *Bill Walsh*	✔	✔	
10. BellSouth Foundation – *Ramon Rodriguez*	✔	✔	✔
11. Fundación Cisneros – *Irene Hardy de Gómez*		✔	✔
12. Scholastic – *Merri Gutierrez*	✔		✔
13. Sesame Workshop – *Yolanda Platón*	None (showed video)	None (showed video)	
14. What really is Educational Research – *Russell Gersten*	✔	✔	✔
15. Rejuvenating Your Teaching with Reading Research – *Sharon Vaughn*	✔		✔
16. Experiences of a Center: the Development of a Training Program – *Sylvia Linan-Thompson*	✔	✔	✔
17. The Role and Importance of Oral Language Development – *Josefina Tinajero*	✔	✔	
18. Phonemic Awareness – *Martha Smith*	✔	✔	✔
19. Phonetic Instruction - *Sylvia Linan-Thompson*	✔	✔	✔
20. Developing Evaluation Tools – *Coleen Carlson*	✔		
21. Features of Effective Instruction – *Sharon Vaughn*			
22. Grouping for Instruction - *Sylvia Linan-Thompson*	✔	✔	✔
23. Oral Language and Vocabulary Development – *Pam Bell Morris*	✔	✔	✔
24. Listening Comprehension – *Pam Bell Morris*	✔	✔	✔
25. Reading Comprehension - *María Elena Argüelles*	In Reading Academies materials distributed by CD in conference binder	✔	
26. Fluency and Progress Monitoring - *María Elena Argüelles*	In Reading Academies materials distributed by CD in conference binder	✔	
27. Writing – *Meaghan Edmonds*	✔	✔	✔
28. Designing Effective Professional Development - *Pam Bell Morris*	✔	✔	✔
29. Applying Instructional Technology to Teacher Training – *Mark Leutzelschwab*	None (Web screen used)	None (Web screen used)	
30. Closing Andean Presentation - *Manuel Bello*		Pending	
31. Closing Caribbean Presentation – *Errol Miller*	Pending		
32. Closing Central American Presentation – *Carleton Corrales*	No written materials used	No written materials used	
33. Put Reading First - *NIFL*	✔	Pending translation by NIFL	✔
34. Blue Book – Essential Reading Strategies – *University of Texas*	✔		✔
35. Yellow Book – Tutoring Guide - *University of Texas*	✔		✔

Annex E: Key Points Made By Participants

Following are key points made by CETT participants during plenary discussions.

Training
- We will need to consider how the teachers being trained themselves learned to read and write as we develop the training. Research shows that teachers teach the way they were taught. To change teachers' classroom practices, CETT training will need to *model* new approaches, not only describe them.
- We will need to consider how to energize teachers and equip them to create incentives for their students. CETT training will need to prepare the teachers to implement the system. To do so, CETT needs to consider the necessary follow-on support (through school directors as well as follow-up training and connection to other teachers) as experience demonstrates that teachers can easily fall back into old ways when they return to their schools.
- We will need to consider strongly the school director training aspect of the CETT program. School director training has been demonstrated to be integral to creating lasting change in schools. To create a permanent culture in target schools, CETT will need to train school directors in addition to first through third grade teachers.

Content
- CETT programs will need to define the learning goals. What do children need to learn in each specific country context? The answer will likely need to center on comprehension and the ability to find information and put it to use (logical reasoning process).
- The CETT program is intended to teach students the skills of reading and to develop the habit of reading. The program also must teach students to use reading as a tool for learning.

Resources
- We will need to address how to get books into schools. In many countries, students do not have any books in the home or at libraries to read before beginning school and once in school children's books are rarely available. Children need access to books to learn to read.
- The issue of how to do research and how research will be incorporated into the training needs more discussion.

Sustainability
- We will need to encourage institutions and countries to innovative and make that innovation their own. In Latin America, teachers have taught by rote method for 30 years. Innovation requires a paradigm shift so that these methodologies can be applied and success can be demonstrated.
- In order to leave behind capacity when the project funding ends, CETT interventions will need to address the building of capacity in institutions. Part of this involves linking institutions to build capacity within and across regions. The CETT program will need to prepare for and plan for institutional change—and

leave knowledge with the institution and not just with the people working on the program.

- We will need to reflect on how to involve parents and the entire community to make the CETT program part of a process of continuous small-scale development. In order to build this aspect into the program effectively, CETTs will need to find out how the school and community are currently involved. CETT programs will need to listen to issues and situations coming from within schools at the local level, so that the schools themselves identify the problems and come together to tackle them.

Measuring success and scaling up
- Growing from the CETT interest in tracking student progress in relation to reading instruction practices, the CETT program can consider choosing to address the issue of national testing services so that regions track the performance of students in a systematic way.
- The program can consider scaling up in a variety of ways. With over 50 million teachers in the world, about half of whom are primary school teachers, the technology component of this program can perhaps play a central role in scaling up. The CETT budgets may not be sufficient to consider technological infrastructure, but the technology component of the program could serve as a think tank. In this way, CETT will be able to consider how to use technology in the future for massively applying what is learned on through CETT interventions. This aspect is a possible area conducive to private sector support, in materials, infrastructure, expertise, and/or financial backing.
- CETT can explore collaboration with governments and donor banks, which have resources for expanding small projects with innovative ideas, such as CETT.

Caribbean CETT
- To reduce illiteracy among primary school completers, the Caribbean CETT will need to use innovative ideas, tackle the full range of issues behind this persistent illiteracy, and stimulate excellence in schools. The CETT team notes that, in the Caribbean, 15 to 20 percent of children are not functionally literate at the end of primary school. The challenge will be to identify the great variety of problems that give rise to this statistic.
- In the Caribbean countries, boys performance is of special concern. More boys than girls fail to learn to read. Research implies that the reading materials used with boys do not engage them or speak to their cultural context. The same sample of boys whose reading tests indicate a grade 4 reading level are able to read and complete social studies and science tests written at the grade 8 or 9 level.

Elements of Caribbean CETT program plans
- The Caribbean CETT is planning to integrate the CETT program into pre-service training. Every pre-service teacher will graduate with at least six credits in the teaching of reading. Some campuses will create a specialization in the teaching of reading. The Joint Board of Cave Hill is introducing a certificate in reading instruction. The Caribbean CETT is also interested in career-long professional

development for these teachers in which a continuous process of interaction is maintained.

- The Caribbean CETT program will place importance on a school-based focus and emphasize school-based action. The program will respond to questions such as: Which children are having problems? What problems are they having? What works best for which type of student? What do we need to do to support them?
- The Caribbean CETT will start small with three countries in the first year: Jamaica, St. Lucia, and St. Vincent. The first Caribbean CETT conference had seven countries represented; Trinidad and Barbados came due to their intense interest even though they are not part of the initial target group.
- The Caribbean CETT is an opportunity for countries across the region to work together. For the Caribbean, the CETT program goal of creating a common instrument for teacher training that will serve the entire region is a first. In Guyana and Jamaica, this collaboration will be tested.
- The Caribbean team has commissioned five reviews on the teaching of reading and one on testing. These reviews will help locate gaps in knowledge in the region and inform the shape and direction of CETT interventions.
- In discussion about what makes this project different from all those that preceded it, the Caribbean CETT focused on the fact that it is the people who are going to make the program work. The Caribbean CETT will rely on energetic, motivated, and very capable people from across the region to carry forward the program.

Central American CETT
- For the Central American CETT, a team from each consortium institution is responsible for a distinct component. The CETT consortium will need to work across countries to make one, unified program with all components interconnected. Currently, the team works by email and Internet but will need to enhance its efforts to develop the components of the program through a truly integrated process. The Central American CETT team will need to develop a strategy for developing materials in collaboration with each of the other components, particularly the training and assessment components.
- The limited research the Central American CETT has been able to do on reading approaches used in the region showed that 90 percent of teachers are using a variation of phonetics.

Elements of Central American CETT program plans
- The Central American CETT intends to put in place a program that: reinforces current successful practices; gives additional instruction to teachers; and examines the context, situation, and progress of students, while concentrating on reading competencies.
- The Central American program does not seek to institute a cascade model. Facilitators will work directly with teachers and also will use a mass media method to provide training.
- Aspects of the Central American CETT that differ from past projects include: pedagogical tools to work with the 20 percent of students that need them; diagnostic and assessment tools and materials to complement and supplement

textbooks; and an approach to developing the program that involves reflection on progress after each step, testing the efficacy in the field, and conducting practical research along the way that will be fed back into program and training content.

Andean CETT

- The CETT program in the Andes will accommodate differing school calendars across the region. Each of the three Andean CETT countries has a different school calendar, with Ecuador having two calendars, one for the coast and one for the highlands.

- The Andean team may need to search international experiences and identify effective practices for the Andean context from among international best practices. While the best practices research in the Andean region has identified a plethora of innovative ideas, their efficacy has not been tested or supported by research. In poor areas of the region, current statistics show that the majority of children leave primary school without reading and writing skills and thus are perhaps not benefiting from teaching approaches that yield success.

Annex F: Classroom Instruction Ideas

On the third and fourth days of the conference, small groups brainstormed activities that would promote certain aspects of reading instruction in the classroom. The ideas are compiled below under the following headings: Phonemic Awareness and Phonics, Written expression, Fluency, Vocabulary, Comprehension, Grouping Strategies, and Ideas for Students Lagging Behind. Text translated from Spanish into English is in bold.

F.1) *Phonemic Awareness and Phonics*

1. Pares mínimos: pato, rato, gato, naño
   - **Minimal pairs: See above words.**

2. Rimas: El gallo pinto se durmió esta mañana no cantó, todo el mundo espera su cocorocó. El sol no salió porque no lo oyó.
   - **Rhymes: See above sentences.**

3. Trabalenguas: Pablito clavó un clavito un clavito clavó Pablito.
   - **Tongue twisters: See above sentence.**

4. Los docentes deben vivenciar experiencias. A partir de la experiencia, los docentes construyen sus conceptos sobre el conocimiento fonémico.
   Los docentes preparan una sesión de aprendizaje para aplicarlo con los niños, haciendo uso de materiales.
   - **Drawing from teachers' experiences with language, help teachers construct an understanding of phonemic awareness.**
   - **Teachers prepare a teaching session to apply the experiences for the children, making use of materials.**

5. Formar oraciones con palabras que rimen.
   E.g., Mi abuelo cayó al suelo.
   En la cabaña hay una araña.
   - **Make sentences with words that rhyme. See above sentences.**

6. Dar una palabra y que el niño forme la oración con una palabra que rime.
   E.g., Mincho. Corre que te pincho.
   Blanco. Tirate al barranco.
   - **Give students a word and have them make a sentence with a word that rhymes. See above sentences.**

7. Segmentar oraciones. Que los niños identifiquen cuantas palabras hay en la oración.
   E.g., Hoy es miercoles. (zapatazos)
   - **Segment sentences. Have students identify how many words are in each sentence. E.g., Today is Wednesday. (say while tapping feet to syllables)**

8. Discriminación entre ruidos y sonidos (sonidos distintivos y fonemas).
   - **Discrimation between noise and sounds (distinct sounds and phonemes).**

9. Discriminación de la entonación a través de gestos.
   - **Discrimination of intonation through gestures.**

10. Rima en los poemas o poesías.
    - **Rhymes in poems or poetry.**

11. Phoneme Frame- segmenting.

12. Robot words-blending. Reverse for segmenting.

13. Onset + Rime- Pebble game, Clapping game

14. Reconoce las letras por la forma: Paloma
    - **Recognize the letters by the shape of the word: Paloma (draw line around the shape of the word)**

15. Luna, lona, lina, lana (reconoce como una letra cambia en cada palabra)
    - **Recognize how one letter changes in each word.**

16. Correspondencia fonema en grafema (1-1, 2-1).
    - **Phonemic correspondence in graphic representation.**

17. Onomatopeya
    - **Onomatopeia**

18. Reconocimiento de palabras frecuentes.
    - **Recognition of frequent words.**

19. High Frequency Words. Word Bingo.

20. Word Families- through poetry. E.g., Jill, hill, mill

21. Riddles

22. Flower power. Draw a flower with petals. For example, you could work on prefixes or suffixes. Put a prefix at the center of the flower and word roots on each petal, such as, "un-" in the center and "happy" on a petal.

23. Also, word wheels and try reversing the activity.

F.2) *Written expression*

1. Realizan la visita a un zoológico, al retorno: Dialogan sobre la experiencia, organizan la forma como van a redactar, redactan el texto, e interrogan el texto de su compañero.
   - **Take a field trip to a zoo. Upon return, have a dialogue on the experience, organize the form of how to write a report, write the text, then ask questions about a classmate's report.**

2. Escribir un diario de actividades.
   - **Write a diary of daily activities.**

3. Elaborar y escribir en grupo cuentos cortos (grupos mas pequeños).
   - **Elaborate and write short stories as a group (smaller groups).**

4. LEA class composed.

5. Publishing/sharing children's text.

6. Writing frames.

7. Ask the children to collect stories from the community based on oral tradition and write them. In groups of three or four, students read each other's texts and try to correct them. The teacher intervenes and asks questions (scaffolding) to correct the texts. When the kids can't figure out the errors, the teacher helps them and corrects them.

F.3) *Fluency*

1. Aula letrada con palabras de interés de los niños, estas palabras pueden estar sueltas, dentro de una frase, oración o párrafo.
   - **Decorate the classroom with words of interest to the children. These words can be spread around the room individually, or within a sentence or a paragraph.**

2. Concurso entre grupos y/o pares de alumnos utilizando listas de palabras.
   - **Competition among group and/or pairs using lists of words.**

3. Leer lista comenzando al mismo tiempo.
   - **Read the list starting at the same time.**

4. Repeated reading of interesting texts at independent level.

5. LEA story/text readings.

6. Echo reading.

F.4)   *Vocabulary*

1. Se lleva a la clase periódicos para que los niños busquen una noticia. Se hace fotocopias, se lee la noticia y cuando encuentra una palabra, se destacan y se buscan en el diccionario.
    Que el niño deduzca el significado de la palabra desconocida por el contexto de las ideas que está leyendo.
    Lee, identifica las palabras desconocidas. Se busca el significado en grupo. Se van colocando las palabras nuevas en la lista.
    - **Students bring newspapers to class and look for news articles. They make photocopies, they read the news story and when they find an unknown word, they highlight it and look it up in the dictionary.**
    - **Have the student deduce the meaning of an unknown word using the context of the ideas they are reading.**
    - **Read, identify the unknown words. In small groups of students, find the meaning. Arrange the new words in a list.**

2. Subrayar las palabras desconocidas dentro de un texto.
    Utilizar las palabras en construcción de frases, oraciones, párrafos.
    Representar gráficamente el significado de la palabra.
    - **Highlight unknown words in a text.**
    - **Utilize words in constructing sentences, orations and paragraphs.**
    - **Graphically represent the meaning of a word.**

3. Campos semanticos (relación de términos, vocablos unidos por un sentido)
    Identificar y compartir las palabras desconocidas en un texto.
    A partir de algún tema visto en clase, que los niños lleven una nueva palabra cada dia.
    - **Semantics (word relationships; words with one thing in common)**
    - **Identify and share unfamiliar words from a text.**
    - **Based on a topic from class, students bring a new word each day.**

4. Narrar cuento usando títeres o mimos.
    Tarjetas con ilustraciones en que los alumnos proporcionan palabras.
    Inventar diferentes partes (principios-personajes-final) de un cuento
    - **Narrate a story using puppets or mimes.**
    - **Use cards with illustrations and the students provide the words.**
    - **Invent different parts (beginning-characters-end) of a story.**

5. Traer un juguete (objeto) favorito.
    "El niño de la semana"
    "Las cartas de la bruja"
    - **Bring in a favorite toy (object) and tell about it**
    - **"Student/child of the week"**
    - **"Letters from a witch"**

6. Increased opportunities for children to talk: Discussions using pictures; record words on word wall; provide a repertoire of strategies that can be used to teach vocabulary model.

7. Use word maps/word webs to stimulate vocabulary development.

8. Introduce new vocabulary before reading.

F.5)   *Comprehension*

1. Sobre la historia de la noticia, se pide a los niños hacer un resumen o preguntas sobre el texto.
   Se pide a los niños que lleven una noticia personal algo que hayan presenciado, y llevan a la
   clase en un dibujo. Los demás niños deben decir qué creen que expresa el dibujo. El docente
   hace preguntas y enriquece el vocabulario.
   Mostrar un texto con una ilustración y preguntar : de qué tratará? Luego leer, confirmar si
   coincidió con lo que dijeron. Luego, leer y hacer preguntas de comprensión de la lectura.
   - **Take a news story, ask the students to do a summary or questions on the text.**
   - **Ask the students to bring their own personal story about something that they have
     seen and show it to the class in a picture. The rest of the students should describe
     what they believe the picture expresses. The teacher asks questions to reintegrate
     vocabulary.**
   - **Show a text with an illustration and ask: What is this about? Then, read and
     confirm that it coincided with what was said. Afterwards, read and ask
     comprehension questions from the reading.**

2. Completar el inicio o final de un cuento.
   Dibujan escenas del texto leido.
   Comentar una noticia, suceso hecho ocurrido.
   - **Complete the beginning or end of a story.**
   - **Draw scenes from a read text.**
   - **Comment on news or a happening which occurred.**

3. En estrategias de prelectura, elaborar historietas relacionadas con el titulo del texto.
   Relacionar las ilustraciones con el texto.
   Predecir que es lo que va a pasar durante partes de la lectura.
   - **In prelecture strategy, elaborate small cartoons related to the text's title.**
   - **Relate the illustrations with the text.**
   - **Predict what will occur during different parts of the reading.**

4. Construcción de lectura de un cuento en forma secuencial.
   Contar en cuento y pedir un resumen colectivo.
   Relatar un cuento y pedirles que lo cuenten con sus propias palabras.
   - **Construction of sequential history of a story.**
   - **Tell a story and ask for a collective summary.**
   - **Tell/share a story and ask students to retell it in their own words.**

5. Observando el titulo y predecir el tema del texto.
   Organiza las ideas principales del texto.

Reflexionar sobre como leimos (como encontramos la idea principal? Que pasos seguimos? Que nos ayudo? Que nos dificulto?)

- **Observe the title and predict the text's theme.**
- **Organize the main ideas of the text.**
- **Reflect on how we read (how do we find the main idea? What steps do we follow? What helped us? What was difficult for us? Was the reading difficult?)**

6. Help teachers develop questioning techniques.
   Demonstrate how to teach comprehension strategically (by modeling).
   Teach specific strategies for teaching narrative and expository text (provide handouts).

F.6)   *Grouping strategies*

1. Realizamos el diagnóstico de progreso de los niños.
   Organizamos los grupos de acuerdo al resultado del diagnóstico.
   Negociar con los alumnos las normas de trabajo y funcionamiento del grupo.
   - **Do a diagnostic on the progress of the children.**
   - **Organize groups in line with the results of the diagnostic.**
   - **Negotiate rules for group work and functioning with students.**

2. Elaborar un cuento con una guía de preguntas.
   - **Elaborate a story with a question guide.**

3. Trabajando en pares y con ayuda de imágenes, elaboran un cuento en forma oral o escrita.
   - **Working in pairs and with the help of images, elaborate a story in oral or written form.**

F.7)   *Ideas for Students Lagging Behind*

1. Que el compañero lo apoye en la lectoescritura. E.g., Elaboración de una tarea. Escribir un ensayo.
   - **Have a classmate help the student with reading and writing. E.g., Elaborate an assignment. Write an essay.**

2. Demonstraciones de afecto del docente para elevarle su autoestima, mostrandole interés en su situación.
   - **Build each student's self-esteem by expressing interest in the student.**

3. Elaborar un plan de reforzamiento para trabajarlo con los padres de familia y maestros.
   - **Develop a plan for reinforcing the students reading skills with parents and his or her other teachers.**

4. Pair kids of higher reading ability with ones of lower reading ability (one to one) and have them alternate reading paragraphs aloud to each other. In this way, the better reader models reading for the weaker reader while the weaker reader gains reading practice time.